

ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

Statewide Awareness Presentation

Dr. Karen Butterfield, Associate Superintendent

Jan Amator, Deputy Associate Superintendant

Highly Effective Teachers and Leaders

Arizona Department of Education

Why Evaluate Teachers?

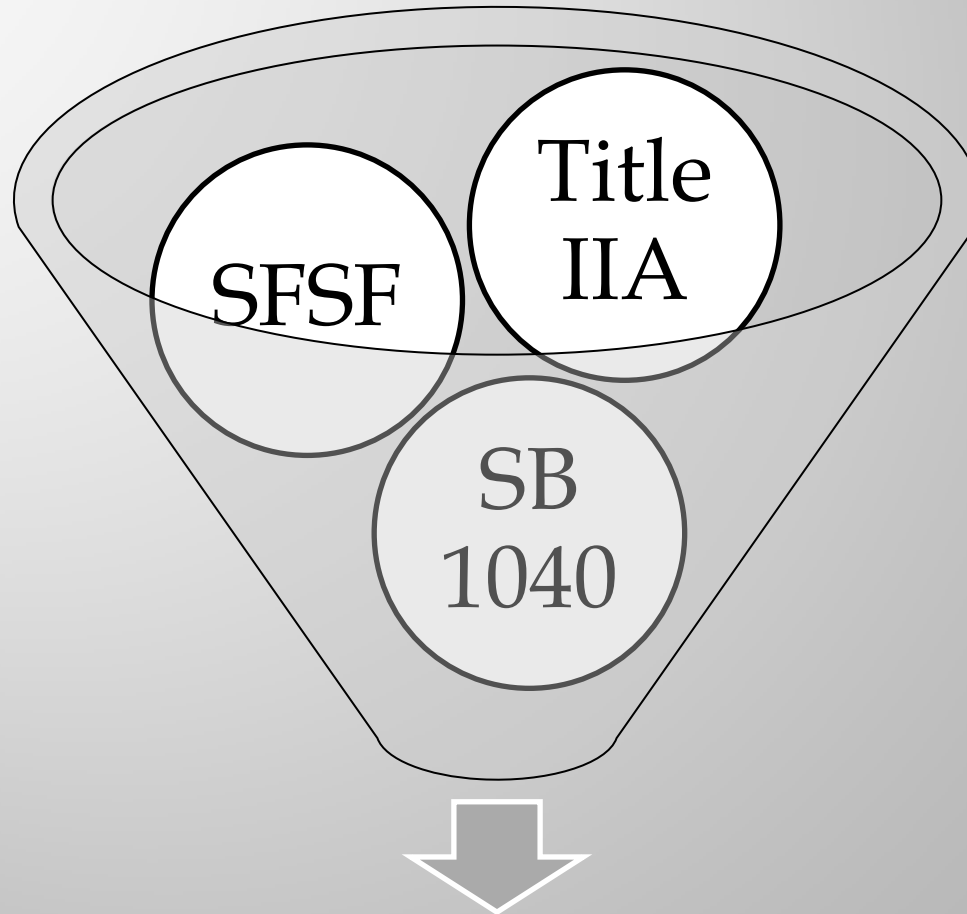
Why Evaluate Leaders?

HOW will you evaluate?

WHAT will you do with the results?

WHERE will you start?

The Transition to Effectiveness



Educator Effectiveness

Key Points to Think About

- ▣ SB 1040/33-50%
- ▣ Equitable Distribution of Teachers
- ▣ 4 performance levels
- ▣ Valid, reliable assessments
- ▣ Multiple Measures
- ▣ Group A, Group B Teachers
- ▣ Title II Guidance

ARIZONA REVISED STATUTE § 15- 203(A)(38)

The State Board of Education shall... "on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty per cent of the evaluation outcomes and best practices for professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 – 2013."

Taskforce Members

VICKI BALENTINE, Chairperson Arizona
State Board of Education member, District
Superintendent

TIM BOYD, STAND for Children, high school
teacher

CHRISTI BURDETTE, charter school teacher

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University

DEB DUVALL, Arizona School Administrators
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AMY HAMILTON, Arizona State Board of
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Education Coalition (ABEC)

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RON MARX, University of Arizona

WENDY MILLER, charter school principal

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KARI NEUMANN, district principal

KAREN OLSON, special education teacher

JANICE PALMER, Arizona School Board
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KARLA PHILLIPS, Governor's Office

PREAMBLE

The members of the Task Force on Teacher and Principal Evaluation conducted our work in service to the students in Arizona's public schools. We hold that the goal of both teacher and principal evaluation is to improve performance that yields higher quality education. Further, the work here submitted reflects our belief that evaluation is most effective as one part of a systemic approach to improving the performance that is critical to student success.

TIMELINE/STRUCTURE

The Taskforce held a series of informational meetings from October 2010 through January 2011 to review the:

- ▣ Arizona Professional Teaching Standards
- ▣ Interstate School Leaders Licensure Consortium (ISSLC) Standards;
- ▣ State level data available in the Student Accountability Information System (SAIS);
- ▣ Research overview on Value Added and Growth Models;
- ▣ Inventory of Arizona academic assessments;
- ▣ Existing models for teacher and principal evaluations;
- ▣ Recommendations from the Arizona School Administrators and Arizona School Boards Association Task Force.

The Taskforce began drafting the framework document in January, 2011

The State Board of Education adopted the framework on **April 25, 2011**

GOALS

- ▣ To enhance and improve student learning;
- ▣ To use the evaluation process and data to improve teacher and principal performance;
- ▣ To incorporate multiple measurements of achievement;
- ▣ To communicate clearly defined expectations;
- ▣ To allow districts and charter schools to use local instruments to fulfill the requirements of the framework;
- ▣ To reflect fairness, flexibility, and a research-based approach.

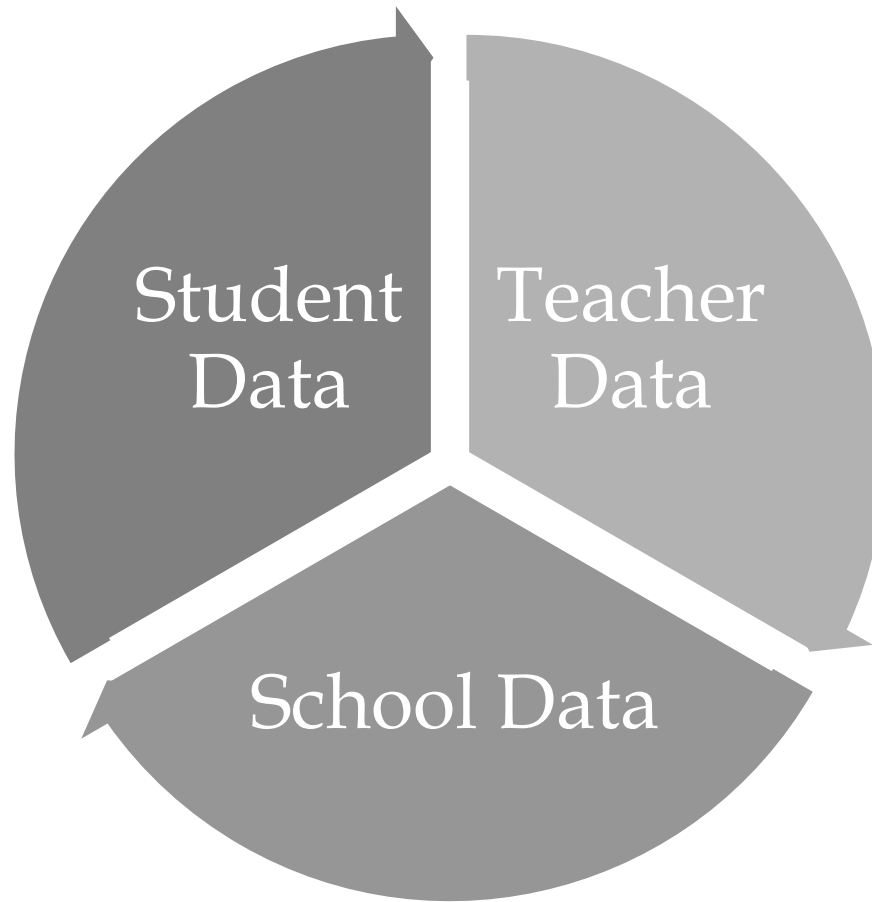
GOALS--CONTINUED

- ▣ To create a culture where data drives instructional decisions;
- ▣ To use the evaluation process and achievement data to drive professional development to enhance student performance;
- ▣ To increase data-informed decision making for students and teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

Data Driven Decision Making

- ▣ How do you use this in your district?
- ▣ How do you use this in your school?
- ▣ How do you use this in your classroom?

Data Driven Decision Making 2.0



Framework for Teacher Evaluation Instruments—Group A

| | Classroom-level Data | School-Level Data | Teaching Performance |
|---|--|--|---|
| GROUP “A” (Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas) | <ul style="list-style-type: none"> • AIMS • Stanford 10 (SAT 10) • AP, IB, Cambridge, ACT, Quality Core • District/Charter-Wide Assessments • District / School-level Benchmark Assessments, aligned with Arizona State Standards • Other valid and reliable classroom- level data <p><u>Required</u> Classroom-level elements shall account for at least 33% of evaluation outcomes.</p> | <p>AIMS (aggregate school, grade, or team level results)</p> <ul style="list-style-type: none"> • Stanford 10 (aggregate school, department or grade level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade level results) • Survey data • AZ LEARNS Profiles • Other valid and reliable school-level data <p><u>Optional</u> School-level elements shall account for no more than 17% of evaluation outcomes.</p> | <p>Evaluation instruments shall provide for periodic classroom observations of all teachers.</p> <p>LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.</p> <p><u>Required</u> Teaching Performance results shall account for between 50 - 67% of evaluation outcomes.</p> |

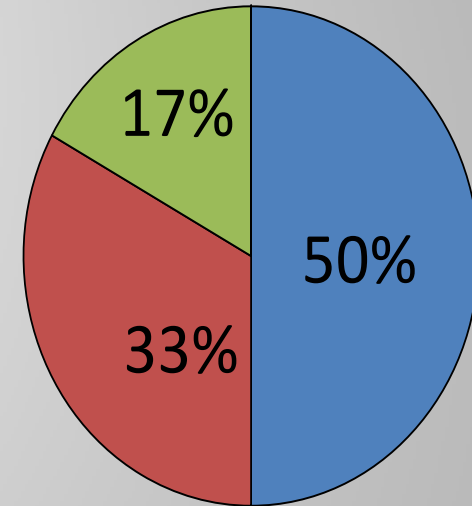
Framework for Teacher Evaluation Instruments—Group B

| | Classroom-level Data | School-Level Data | Teaching Performance |
|---|--|--|--|
| GROUP “B” (Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas.) | <ul style="list-style-type: none"> • District / School Level Benchmark Assessments, aligned with Arizona State Standards • District/Charter-wide Assessments, if available • Other valid and reliable classroom-level data <p><i>If available, these data shall be incorporated into the evaluation instrument. The sum of available classroom-level data and school-level data shall account for between 33% and 50% of evaluation outcomes.</i></p> | <p>AIMS (aggregate School, grade, or Team-level results)</p> <ul style="list-style-type: none"> • Stanford 10 (aggregate school, department or grade level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade-level results) • Survey data • AZ LEARNS Profiles • Other valid and reliable school-level data <p><u>Required</u> <i>The sum of available school-level data and classroom-level data shall account for between 33% and 50% of evaluation outcomes.</i></p> | <p>Evaluation instruments shall provide for periodic classroom observations of all teachers.</p> <p>LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.</p> <p><u>Required</u> <i>Teaching Performance results shall account for between 50 - 67% of evaluation outcomes.</i></p> |

SAMPLE WEIGHTING GROUP “A”

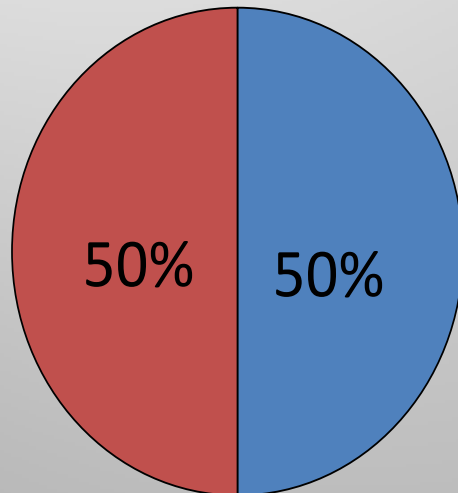
Sample 1:

- ▣ **33% Classroom-level data**
- ▣ **17% School-level data**
- ▣ **50% Teaching Performance**



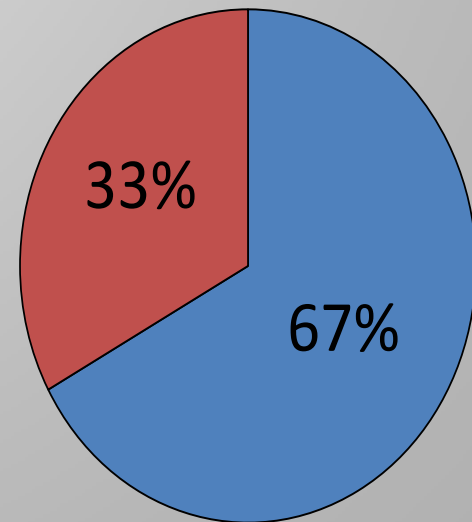
Sample 2:

- ▣ **50% Classroom-level data**
- ▣ **50% Teaching Performance**



Sample 3:

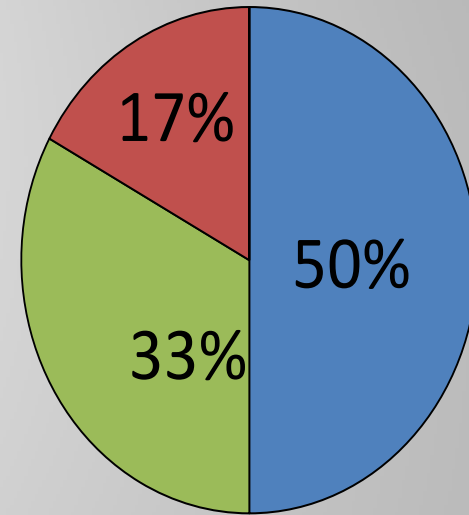
- ▣ **33% Classroom-level data**
- ▣ **67% Teaching Performance**



SAMPLE WEIGHTING GROUP “B”

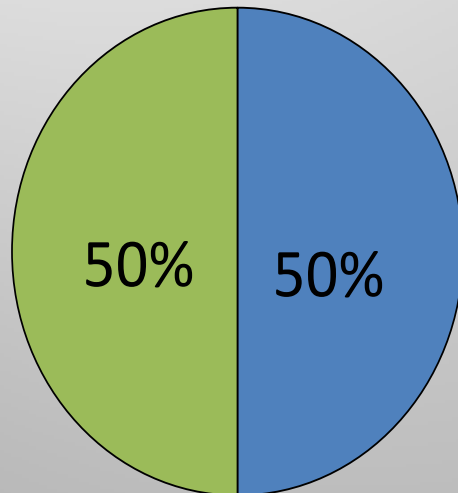
Sample 1:

- ▣ 17% Classroom-level data
- ▣ 33% School-level data
- ▣ 50% Teaching Performance



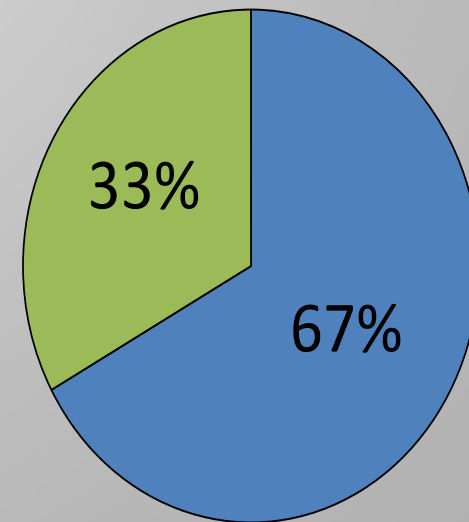
Sample 2:

- ▣ 50% School-level data
- ▣ 50% Teaching Performance



Sample 3:

- ▣ 33% School-level data
- ▣ 67% Teaching Performance



InTASC Professional Teaching Standards (Teaching Performance)

| | |
|--|------------------------------------|
| 1. Learner Development | 2. Learning Differences |
| 3. Learning Environments | 4. Content Knowledge |
| 5. Innovative Applications of Content | 6. Assessment |
| 7. Planning Instruction | 8. Instructional Strategies |
| 9. Reflection and Continual Growth | 10. Collaboration |

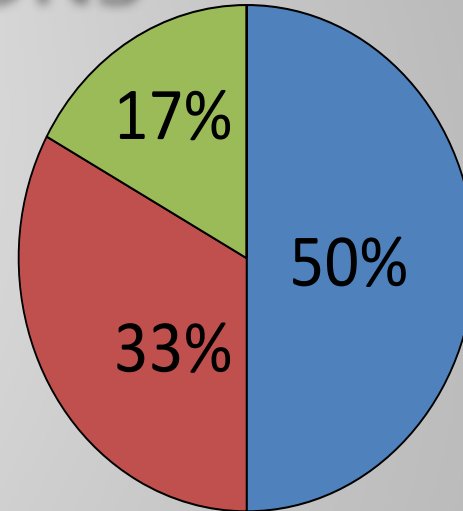
Framework for Principal Evaluation Instruments

| | School-Level Data | System / Program level Data | Instructional Leadership |
|----------------|---|--|--|
| ALL PRINCIPALS | <ul style="list-style-type: none"> • AIMS (aggregate school or grade level results) • Stanford 10 (aggregate school or grade level results) • District/School Level Benchmark Assessments • AP, IB Cambridge International, ACT Quality Core • AZ LEARNS Profiles • Other valid and reliable data <p><u>Required</u> School-level elements shall account for at least 33% of evaluation outcomes.</p> | <ul style="list-style-type: none"> • Survey data • Grade level data • Subject area data • Program data • Other valid and reliable data <p><u>Optional</u> These elements shall account for no more than 17% of evaluation outcomes; however, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome</p> | <p>Evaluation instruments shall provide for periodic performance reviews of all principals.</p> <p>LEAs may develop their own rubrics for this portion of principal evaluations; however, these rubrics shall be based upon National standards, as approved by the State Board of Education.</p> <p><u>Required</u> Instructional Leadership results shall account for no more than 50 - 67% of evaluation outcomes.</p> |

SAMPLE WEIGHTING PRINCIPAL EVALUATIONS

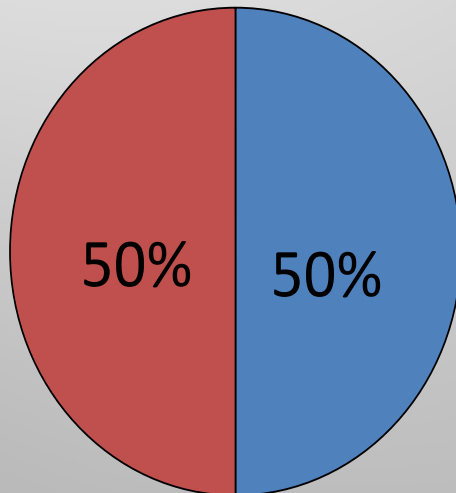
Sample 1:

- ▣ 33% School-level data
- ▣ 17% System/School-level data
- ▣ 50% Instructional leadership



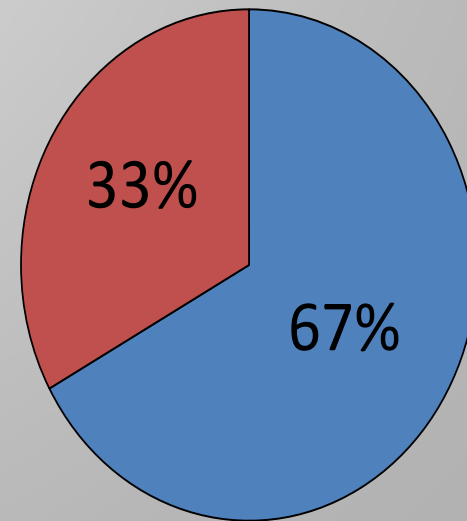
Sample 2:

- ▣ 50% School-level data
- ▣ 50% Instructional leadership



Sample 3:

- ▣ 33% School-level data
- ▣ 67% Instructional leadership



ISLLC Educational Leadership Standards (Instructional Leadership)

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understand, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Instructions & Recommendations to LEAs

- ❑ When available, data from statewide assessments shall be used to inform the evaluation process.
- ❑ All assessment data used in educator evaluations shall be aligned with Arizona State Standards.
- ❑ LEAs shall include student achievement data for reading and/or math as appropriate; however, student achievement data should not be strictly limited to these content areas.
- ❑ Evaluation instruments should integrate student academic progress data with data derived through classroom observations – neither should stand alone.
- ❑ All evaluators should receive professional development in the form of Qualified Evaluator Training.
- ❑ LEAs should provide for the development of classroom-level achievement data for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework.
- ❑ LEAs should develop and provide professional development on the evaluation process and in those areas articulated in Arizona's Professional Teaching and Administrative Standards, as approved by the State Board of Education.

Resources

- ▣ *Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects – Research & Policy Brief*
- ▣ *Building Teacher Evaluation Systems: Learning from Leading Efforts*
- ▣ Link to Arizona Framework for Measuring Educator Effectiveness:
<http://www.ade.az.gov/stateboard/downloads/ArizonaFrameworkforMeasuringEducatorEffectiveness.pdf/>
- ▣ InTASC Teaching Standards:
http://www.ccsso.org/Documents/2010/Model_Core_Teaching_Standards_DRAFT_FOR_PUBLIC_COMMENT_2010.pdf
- ▣ ISLLC Leadership Standards:
http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf
- ▣ National Comprehensive Center for Teacher Quality (TQ Center):
<http://www.tqsource.org/>
- ▣ *Principal Leadership Performance Review: A Systems Approach* <http://www.sai-iowa.org/storage/PrinEval.pdf>

Resources

- ▣ Charlotte Danielson's webinar: *A Framework for Teaching and Its Application to Professional Development*:
www.teachscape.com/danielson
- ▣ North Carolina Educator Evaluation System:
<http://www.ncptsc.org/EvaluationDocs/NCEES.htm>
- ▣ The New Teacher Project *Teacher Evaluation 2.0*
<http://tntp.org/publications/issue-analysis/teacher-evaluation-2.0/>
- ▣ A Practical Guide to Designing Comprehensive Teacher Evaluation Systems A Tool to Assist in the Development of Teacher Evaluation Systems
<http://www.tqsource.org/publications/practicalGuideEvalSystem.s.pdf>

Rating a Teacher Observation Tool

Rating a Teacher Observation Tool: Five Ways to Ensure Classroom Observations are Focused & Rigorous - Windows Internet Explorer

http://tntp.org/publications/issue-analysis/rating-a-teacher-observation-tool/

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Rating a Teacher Observation Tool: Five Ways to Ensure Classroom Observations are Focused & Rigorous

February 2011

In the months since TNTP released *Teacher Evaluation 2.0*, a blueprint for better teacher evaluations, a growing number of states and school districts have begun to overhaul their evaluation systems.

Classroom observations will be a significant part of any strong evaluation system, and the right observation tools can set an evaluation system up for success. Effective observation tools and criteria establish a common definition of success in the classroom and help evaluators provide accurate, useful feedback to teachers.

But how can policymakers determine which observation tool to choose? *Rating a Teacher Observation Tool* identifies five simple questions and provides an easy-to-use scorecard to help policymakers decide whether an observation framework is likely to produce fair and accurate results.

Downloads

Full Report (PDF 227K)

Download Adobe Acrobat Reader.

Teacher Evaluation 2.0

For more information, see *Teacher Evaluation 2.0*, which proposes six design standards that any rigorous and fair teacher evaluation system should meet.

"Everyone agrees that teacher evaluation is broken. Ninety-nine percent of teachers are rated satisfactory and most evaluations ignore the most important measure of a teacher's success - which is how much their students have learned."

Arne Duncan
U.S. Secretary of Education

RATING A TEACHER OBSERVATION TOOL

The way to ensure classroom observations are focused and rigorous

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Windows Internet Explorer browser interface showing the address bar with <http://www.tqsource.org/>. The menu bar includes File, Edit, View, Favorites, Tools, and Help. The toolbar contains various icons for navigation and search. The address bar shows the URL <http://www.tqsource.org/>. The page title is "National Comprehensive Center for Teacher Quality".



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The National Comprehensive Center for Teacher Quality (TQ Center) is a national resource for:

- [Regional Comprehensive Centers](#)
- State Departments of Education
- And other education stakeholders

Goals:

- Improve the quality of teaching, especially in high-poverty, low-performing, and hard-to-staff schools.
- Provide guidance to ensure that highly qualified teachers are serving students with special needs.

**In the Spotlight****[Teacher Evaluation Models in Practice](#)**

This new TQ Center online resource responds to the need for detailed information about the design, implementation, and delivery of teacher evaluation models in practice in districts and states.

**[Equal Access to a Quality Education:
The Civil Rights Issue of Our](#)****Latest TQ Center Resources**

[Handbook on Effective Implementation of School Improvement Grants](#)

New! Research & Policy Brief

[Measuring Teachers' Contributions to Student Learning Growth for Nontested Subjects and Grades](#)

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Interactive Data Tools

The National Comprehensive Center for Teacher Quality provides several online, interactive tools.



[Teacher Evaluation Models in Practice](#)

This new TQ Center online resource responds to the need for detailed information about the design, implementation, and delivery of teacher evaluation models in practice in districts and states.


[Critical Decisions Guide: Building Teacher Effectiveness Systems](#)

The *Critical Decisions Guide: Building Teacher Effectiveness Systems* offers states and districts resources and tools to guide the decisions required to build better teacher effectiveness systems. This guide is designed to assist education leaders as they think critically about each phase in the development of their system. For each decision, users are provided a series of questions for consideration as well as links to resources available from the TQ Center and other education organizations to assist in responding to these questions.

[Guide to Teacher Evaluation Products](#)

The Guide to Teacher Evaluation Products is a searchable database of products used for evaluating teacher effectiveness. This tool includes detailed descriptions of over 80-products listed in eight general evaluation


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- Provide guidance to ensure that highly qualified teachers are serving students with special needs.



In the Spotlight

[Innovation Configurations](#)

Teacher effectiveness, equitable distribution, and teacher preparation are inextricably linked. Recognizing that evidence-based practices account for at least part of the effects of teachers on achievement and the critical role of teacher preparation, the TQ Center offers innovation configurations to promote the implementation of evidence-based instructional practices in teacher

Latest TQ Center Resources

[A Practical Guide to Designing Comprehensive Teacher Evaluation Systems](#)

New! TQ Policy-to-Practice Brief
[Alternative Measures of Teacher Performance](#)

[Innovation Configurations](#)

New! Research & Policy Brief

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[-] [Tips & Tools, Key Issue: Evaluating School Principals](#)

(July 2010; PDF)

This Key Issue describes available strategies and resources for evaluating school principals. It includes a real-life example and a short review of the existing literature describing the benefits and cautions involved in assessing principals.

[-] [Teacher Leadership as a Key to Education Innovation: Action Steps and Promising Strategies for State, District, and University Officials](#)

(August 2010; PDF)

This brief is intended to help regional centers and state policymakers as they consider expanded career paths for teachers as a vehicle for promoting teacher leadership and educator quality.

[-] [Evaluating School Principals](#)

(July 2010, PDF)

[-] [Ensuring the Equitable Distribution of Teachers: Strategies for School, District, and State Leaders](#)

(February 2010; PDF)

This TQ Research & Policy Brief discusses the need for highly qualified and effective teachers to be distributed equitably in schools and districts across all states. It emphasizes the roles of education leaders at the school, district, and state levels in ensuring such teachers so that all students have

WHY?

HOW?

WHAT?

WHERE?

Feedback

Helping you implement of the Framework is our primary goal. Therefore, your feedback is very much appreciated

- ▣ For feedback and/or questions, please email:
EducatorEvaluation@azed.gov

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NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY

A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

A Tool to Assist in the
Development of Teacher
Evaluation Systems

.....
MAY 2011



Guiding Questions

Specifying Evaluation System Goals

| SYSTEM GOALS AND PURPOSES | GUIDING QUESTIONS | NOTES |
|--|--|-------|
| <p>1. Have the goals and purposes of the evaluation system been determined?</p> | <ul style="list-style-type: none">■ What type of impact do stakeholders hope to achieve (e.g., better teacher retention, improved student test scores, increased teacher capacity)?■ Will teacher evaluation results be used for personnel and compensation decisions?■ Will teacher evaluation results be used to improve teacher practice?■ Will teachers be held accountable for student academic growth?■ What type of reform efforts are most important to the teachers union? (If applicable)■ Will incentives be offered to teachers according to performance?■ Will support be available for teachers identified in need?■ What financial and human capital resources are available?■ Are state teacher performance standards established? | |
| GOAL DEFINITION | GUIDING QUESTIONS | |
| <p>2. Are the goals explicit, well-defined, and clearly articulated for stakeholders?</p> | <ul style="list-style-type: none">■ Are the goals stated in measurable terms?■ Can a model of teacher evaluation conceivably meet these goals?■ Do all the training and explanatory materials portray a consistent message? | |
| GOAL ALIGNMENT | GUIDING QUESTIONS | |
| <p>3. Have the evaluation system goals been aligned to the state strategic plan or other teacher reform initiatives?</p> | <ul style="list-style-type: none">■ Are there other teacher quality initiatives occurring within the state?■ How will the efforts in teacher evaluation affect other quality initiatives (e.g., curriculum, professional learning, certification)?■ How can reform efforts be aligned to create a coherent system?■ Is there flexibility for district input/alignment with district initiatives? | |

Team Time

- ▣ *Report out*
 - ▣ *Where are you?*
 - ▣ *What gaps exist?*
 - ▣ *What are your next steps?*
 - ▣ *How can ADE assist you?*